

# CULTIVATING A LANGUAGE AND CONTENT FOCUS FOR ENGLISH LEARNERS

Literacy Participant  
Materials:

*The Gettysburg Address*



Standards-in-Action

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## Part 1: Preparing the Learner Activities

### INSTRUCTIONAL ACTIVITY 1: BUILD KNOWLEDGE WITH THE LINCOLN VIDEO

WHOLE GROUP: 10 MINUTES

#### DIRECTIONS

1. As you watch this video, answer these questions:
  - Who is Abraham Lincoln talking to?
  - How do you know?
  - What are these men saying to Lincoln?
2. After a couple of minutes of reflection time, we'll ask for you to share your answers in the chat box.
3. Now let's debrief. In the chat box, share your answer to this question:
  - How would this video assist ELs with access to the *Gettysburg Address* and provide language practice?

Notes:

## INSTRUCTIONAL ACTIVITY 2: BUILD KNOWLEDGE THROUGH VISUAL IMAGES

TEAM TIME: 40 MINUTES

### DIRECTIONS

1. Take two minutes to look at your team's photo and think about the following questions:

- *Who is in the photo?*
- *What are they doing?*
- *Who is not in the photo? Why?*
- *What else do you want to know about the photo?*

2. Add your thoughts about the photo and respond to what others have written.

3. After everyone has had the opportunity to respond to the photo, we'll work together to assign a caption to it.

4. Who will volunteer to share our caption with the whole group in the chat box? In addition, you will be asked to share verbally one comment on the photo and any discussion that ensued around that comment.

5. Who will volunteer to share our team answer(s) to the following reflection question? You will share our answer(s)—if called upon—when we reconvene as a whole group.

- *How do you think the Visual Images activity could help ELs build knowledge and language skills?*

Notes:



Photo #1

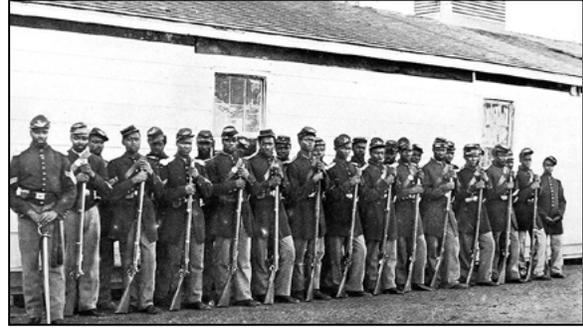


Photo #2



Photo #3



Photo #4

## INSTRUCTIONAL ACTIVITY 3: BUILD KNOWLEDGE THROUGH A JIGSAW READING

TEAM TIME: 45 MINUTES

### DIRECTIONS

1. There are three different readings below.
2. We'll make three groups, and each group will be assigned to one of the three readings.
3. After reading your assigned Jigsaw Reading, jot down a few notes in the correct section of the Graphic Organizer below. Be prepared to share the information from your reading with the rest of us. Each one of you will be asked to share.
4. We are ready to share:
  - (1) Reading #1 "experts,"
    - *Share your answers to the three questions.*
    - *While the "experts" share, others should fill in their graphic organizer.*
  - (2) Reading #2 "experts": It is time for you to share while other members add to their graphic organizers.
  - (3) Reading #3 "experts": It is time for you to do the same. Here we have six questions for you to respond to.
5. Who will volunteer to share our team answer(s) to the following reflection question? You will share our answer(s)—if called upon—when we reconvene as a whole group.
  - How might these readings prepare ELs for the *Gettysburg Address* and help build ELs' language skills?

Notes:

## JIGSAW READING #1: THE CIVIL WAR (1010–1200 LEXILE)

Before the American Civil War<sup>1</sup> began there was increasing tension between the Southern and Northern states. These tensions centered on states' rights, economic issues, and the right to enslave Black men, women, and children. One reason for the tension was the fact that the North and the South had different economic and political interests concerning the system of enslavement. The South was mostly composed of plantations<sup>2</sup> that grew crops, such as cotton. The enslaved were used as unpaid labor to do the work on plantations. The North, on the other hand, had abolished<sup>3</sup> slavery in most of its states in the early 1800s. Most of the Northern States did not have plantations, and instead used raw materials, such as leather, metal and wood, to create finished goods. Another factor was territorial expansion. Compromises had to be reached<sup>4</sup> as to whether new territories would be admitted as slave or as free states. Both sides worried that the addition of slave states or free states would give the other side an unequal amount of power.

When Abraham Lincoln was elected president in 1861, many Southern states felt that the federal government was becoming too strong. They feared that before long, the North would control the South and force the end of slavery. Many members of the Republican party in the North were abolitionists<sup>5</sup>. President Lincoln was a Republican and wanted to limit the expansion of slavery into new territories. The month before Lincoln was elected, South Carolina seceded from the United States and formed its own country. Ten more states followed South Carolina to secede<sup>6</sup>. One month after Lincoln became president, the Civil War began, lasting four years.

The Union — or the Northern states — won the Civil War. By the time the war was over, more than 600,000 soldiers had died, due to battle and disease. More soldiers died in the Civil War than in the American Revolutionary War, World War I, World War II and the Vietnam War combined.

- 1 A war between people of different regions or areas within the same country or nation
- 2 Large farms that grew cotton, tobacco, coffee, sugar cane and peanuts
- 3 Ended; done away with
- 4 As the United States began to take over more land westward and add more and more states, people needed to agree as to whether those new states would allow enslaved peoples or not.
- 5 Someone who worked to get rid of slavery. Some abolitionists wanted to end all slavery immediately. Others wanted to end slavery slowly.
- 6 The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War

## EXPERT READING GRAPHIC ORGANIZERS

After reading your Jigsaw Reading, jot down a few notes in the correct section of the Graphic Organizer. Be prepared to share the information from your reading with the rest of your team.

	<b>JIGSAW READING HANDOUT #1: THE CIVIL WAR</b>
<b>WHAT CENTRAL ISSUES CAUSED THE CIVIL WAR?</b>	
<b>WHAT EVENTS FOLLOWED SOUTH CAROLINA'S SECESSION?</b>	
<b>ANY OTHER INTERESTING FACTS?</b>	

## JIGSAW READING #2: THE BATTLE OF GETTYSBURG (810–1000 LEXILE)

The Battle of Gettysburg was one of the bloodiest battles<sup>1</sup> of the Civil War<sup>2</sup>. Fought in Gettysburg, Pennsylvania, the battle involved 165,000 Confederate and Union soldiers. Over 40,000 men were killed and many more injured during the three-day battle.

When the battle was over, the residents of Gettysburg suggested creating a national cemetery<sup>3</sup> on the site. Edward Everett of Massachusetts was chosen to give a speech to dedicate the cemetery, as he was one of the best-known speakers in America at the time. They also invited President Lincoln, generals, and government officials. President Lincoln was asked to wrap up<sup>4</sup> the event.

One of the reasons that the *Gettysburg Address* is still significant to this day is its brevity. Edward Everett's speech went on for a total of two hours and four minutes. President Lincoln spoke for only two minutes. Later, Everett complimented Lincoln on the fact that it had taken him only two minutes to come to the central idea of the occasion.

- 
- 1 A battle that had the most wounded and dead soldiers
  - 2 A war between people of different regions or areas within the same country or nation
  - 3 Where dead people are buried
  - 4 Lincoln's speech was supposed to be just something small to end the event



**JIGSAW READING HANDOUT #2: THE BATTLE OF GETTYSBURG**

WHAT IS  
SIGNIFICANT  
ABOUT THE  
BATTLE OF  
GETTYSBURG?

WHAT WAS  
THE MAIN  
DIFFERENCE  
BETWEEN  
PRESIDENT  
LINCOLN'S  
AND EDWARD  
EVERETT'S  
SPEECHES?

WHAT ARE  
TWO OR THREE  
INTERESTING  
FACTS ABOUT  
THE BATTLE OF  
GETTYSBURG?

### JIGSAW READING #3: TAR HEEL CIVIL WAR READING (700–800 LEXILE)



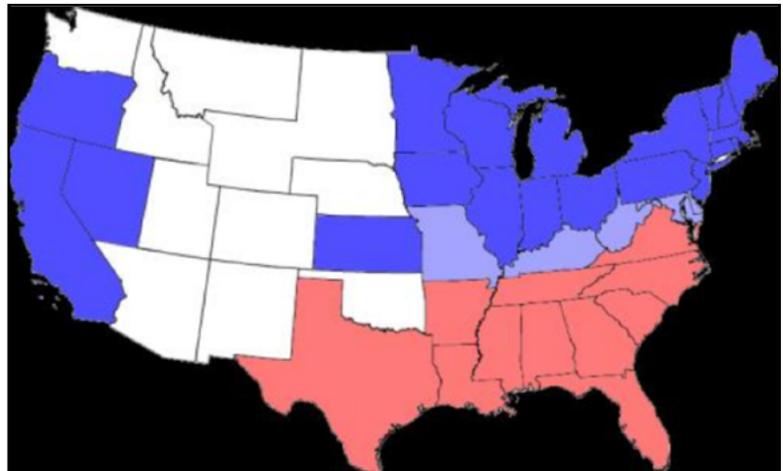
1 The Civil War started because the North and South could not agree on the economics of slavery and the political control of that system.



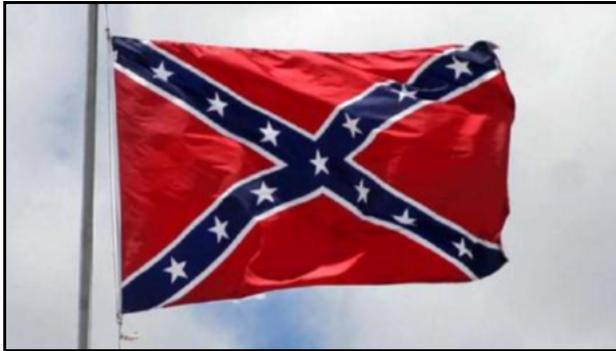
2 The plantation owners in the South wanted to abolish federal laws that interfered with the **South's** right to enslave people.



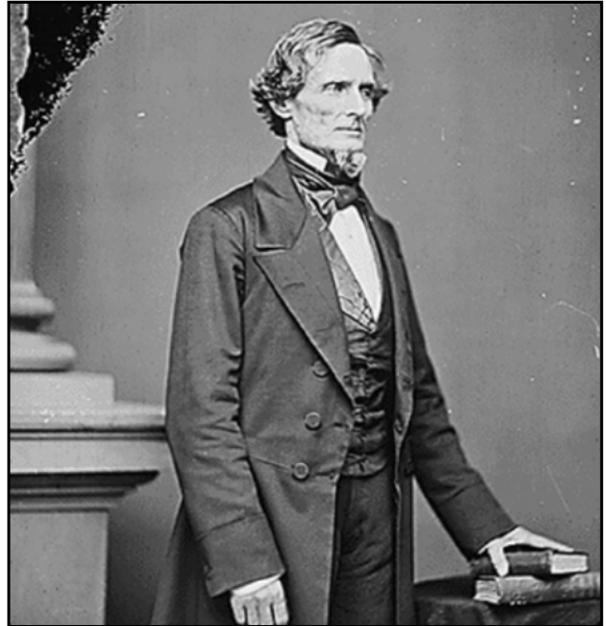
3 Many people in the **North** did not want slavery to go into new U.S. territories. Others thought enslaving people was wrong. They were called abolitionists.



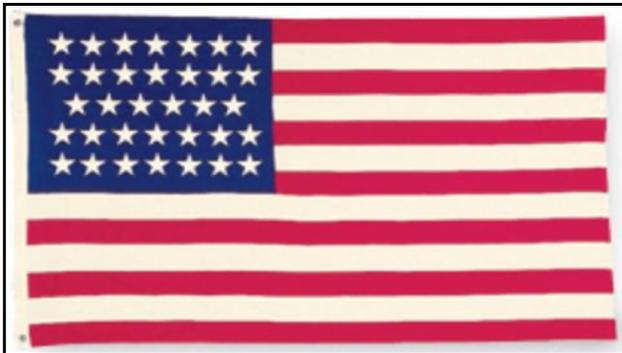
4 The Southern states in red seceded from (left) the United States and formed their own country called the Confederacy.



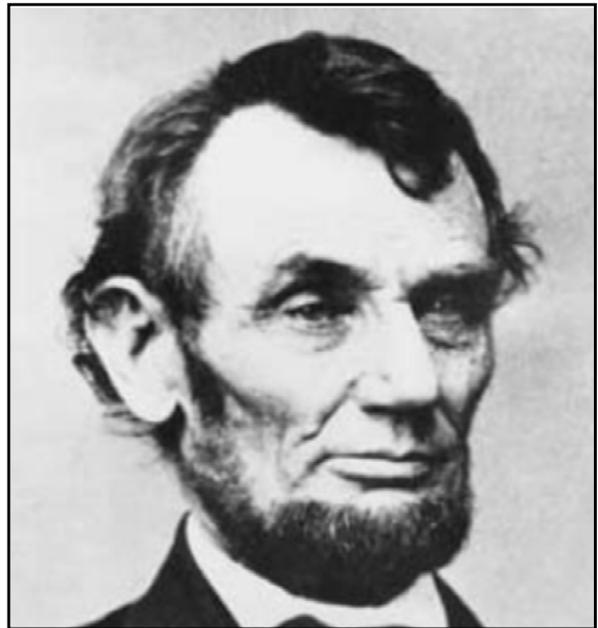
5 *The Confederates made their own flag and elected their own president.*



6 *The President of the Confederacy was Jefferson Davis.*



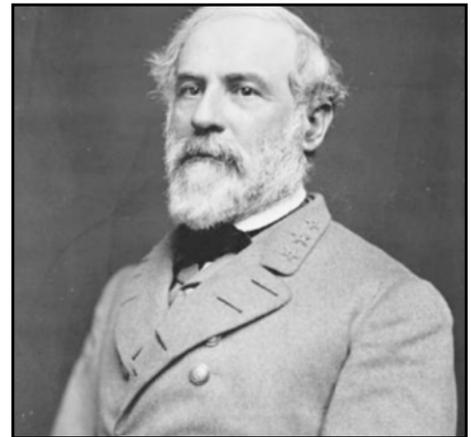
7 *The Northern states were called the Union.*



8 *Abraham Lincoln was the President of the states in the Union.*



9 *And so the Civil War began in April 1861.*



10 *Robert E. Lee was the General of the Confederate Army.*



11 *Ulysses S. Grant was the General of the Union Army.*



12 *The armies fought with lots of weapons, like cannons ...*



13 ... and guns.



14 Over 600,000 people died during the Civil War.



15 General Robert E. Lee surrendered to General Ulysses S. Grant at the Appomattox Courthouse on April 9, 1865.



16 After the end of the Civil War and the passage of the 13th Amendment, slavery was made illegal in the United States.

	<b>JIGSAW READING HANDOUT #3: TAR HEEL CIVIL WAR READING</b>
<b>WHEN DID THE CIVIL WAR BEGIN?</b>	
<b>WHY DID THE CIVIL WAR BEGIN?</b>	
<b>WHAT DID THE SOUTHERN STATES DO?</b>	
<b>WHO WAS THE GENERAL OF THE SOUTH, THE CONFEDERACY?</b>	
<b>WHO WAS THE PRESIDENT OF THE STATES IN THE UNION?</b>	
<b>WHAT WAS THE OUTCOME OF THE WAR?</b>	

## Part 2: Interacting With the Text Activities 4–8

### INSTRUCTIONAL ACTIVITY 4: BUILD VOCABULARY THROUGH A WORD CLOUD

TEAM TIME: 20 MINUTES

#### DIRECTIONS

1. Look at your copy of the *Gettysburg Address* Word Cloud on the next page. The speech has 272 words. Most of the words are on this page.
2. Think about why some words are bigger than others.
3. Identify at least three words that “jump out at you.” What do these words show about the key messages in the speech?
4. Who would like to read aloud one of the words they selected and tell us what the word means and why you chose it?
5. Let’s hear from three or four others. Tell us what words you chose, their meanings, and why it was chosen.
6. As a team, let’s write one or two sentences. Use the words we selected from the Word Cloud to predict what the speech will be about.
7. Who will volunteer to share our team answers to the following reflection questions? You will share our answers—if called upon—when we reconvene as a whole group. The questions will be posed one at a time by the facilitator.
  - *What is the benefit of asking ELs to choose words from the Gettysburg Address Word Cloud?*
  - *In addition to the vocabulary development gained in the discussion, what other language skills will ELs practice or learn?*

Notes:



## INSTRUCTIONAL ACTIVITY 5: USING METACOGNITIVE STRATEGIES TO UNDERSTAND TEXT

TEAM TIME: 25 MINUTES

### DIRECTIONS

1. Have your copy of the *Gettysburg Address* and worksheet (next page) available.
2. Review the metacognitive worksheet below. The four metacognitive strategies are listed in the left-hand column. Three sentence starters for each strategy are offered in the right-hand column.
3. Let's have one volunteer read aloud the *first paragraph* of the speech. Then choose one "What I can do" statement and complete one of the corresponding "What I can say" statements from the worksheet. Do others want to add?
4. Next, let's have another volunteer read the *second paragraph*. Choose one "What I can do" statement and complete one of the corresponding "What I can say" statements. Do others want to add?
5. Let's have another volunteer read the *third paragraph* choose one "What I can do" statement and complete one of the corresponding "What I can say" statements. Do others want to add?
6. Who will volunteer to share our answer(s) to the following reflection question?  
You will share our answer(s)—if called upon—when we reconvene as a whole group.
  - *What can ELs gain in their language proficiency by using Metacognitive Strategies to read a selection?*

Notes:

## WORKSHEET: USING METACOGNITIVE STRATEGIES TO UNDERSTAND TEXT

Statement: What I can do	Sentence Starter: What I can say
I am going to summarize my understanding so far.	What I understand about this reading so far is ...
	I can summarize this part by saying ...
	The main points of this section are ...

I am going to use my prior knowledge to help me understand.	I know something about this from ...
	I have read or heard about this when ...
	I don't understand the section, but I do recognize ...

I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is ...
	We learned about this idea/concept when we studied ...
	This concept/idea is related to ...

I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean ...
	This part is tricky, but I think it may mean ...
	After rereading this part, I think it may mean ...

## INSTRUCTIONAL ACTIVITY 6: READING ALOUD WITH PARTNERS IN FOUR VOICES TO BUILD FLUENCY

TEAM TIME: 10 MINUTES

### DIRECTIONS

1. Choose four team members to read aloud the *Gettysburg Address*.
2. Decide who is going to read the:
  - plain text;
  - underlined text;
  - *italicized text*;
  - **bold text**.
3. Take a couple of minutes to look at your assigned parts in the *Gettysburg Address* on the next page, then read.
4. Who will volunteer to share our answer(s) to the following reflection question? You will share our answer(s)—if called upon—when we reconvene as a whole group.
  - *In addition to developing reading fluency, how could this read-aloud activity help ELs build knowledge and language skills?*

Notes:

## GETTYSBURG ADDRESS IN FOUR VOICES (BY ABRAHAM LINCOLN)

November 19, 1863

“Four score and seven years ago **our fathers brought forth on this continent, a new nation**, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, **testing whether that nation, or any nation so conceived and so dedicated, can long endure.** *We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is **altogether fitting and proper that we should do this.***

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, **living and dead**, who struggled here, have consecrated it, *far above our poor power to add or detract.* The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, **rather, to be dedicated here to the unfinished work** which they who fought here have thus far so nobly advanced. *It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead **we take increased devotion to that cause for which they gave the last full measure of devotion**—that we here highly resolve that these dead shall not have died in vain—that *this nation, under God, shall have a new birth of freedom*—and that government of the people, by the people, for the people, shall not perish from the earth.”*

## INSTRUCTIONAL ACTIVITY 7 A & B: CLOSE READING OF THE *GETTYSBURG ADDRESS* THROUGH TWO ACTIVITIES

### A. ANSWER GUIDING QUESTIONS (WHOLE GROUP: 15 MINUTES)

### B. READ AND RETELL (TEAM TIME: 25 MINUTES)

#### A. DIRECTIONS FOR ANSWERING GUIDING QUESTIONS

A. 1. Take a few minutes to read over the *Gettysburg Address* (next page) to answer the question(s) to which your team has been assigned.

2. After some reflection time, we'll take the questions one at a time and ask for participants to share their answers in the chat box.

- *Here are the questions from Para. 1: Lincoln refers to "our fathers" creating a new nation. Who is he referring to here? How many years are "four score and seven years"?*
  - ✓ Chat with a pause: Question 1 teams share your answers in the chat box.
- *Here are the questions from Para. 2: When Lincoln refers to a "nation so conceived and dedicated," to which phrase in Para. 1 is he referring? How do you know?*
  - ✓ Chat with a pause: Question 2 teams share your answers in the chat box.
- *Here is the question from Para. 3: What does Lincoln mean when he states that the living must "be dedicated to the unfinished work" of the dead soldiers?*
  - ✓ Chat with a pause: Question 3 teams share your answers in the chat box.
- *Here is the question from Para. 3: Which lines in the speech tell the living what their "unfinished work" is?*
  - ✓ Chat with a pause: Question 4 teams share your answers in the chat box.

3. Do others have anything they would like to share?

Notes:

## **GETTYSBURG ADDRESS BY ABRAHAM LINCOLN**

November 19, 1863

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from the earth."

## B. DIRECTIONS FOR READ AND RETELL

1. Choose one of your group to read the speech aloud.
2. Then, when ready, you will each take a turn to retelling one of the paragraphs of the *Gettysburg Address*:
  - *Take a few moments to study the guiding key words and phrases below. They are there to assist you in your retelling, if helpful.*
  - Paragraph 1 — *our fathers, new nation, liberty, dedicated, equal, civil war.*
  - Paragraph 2 — *civil war, nation, can long endure, battlefield, dedicate, gave their lives, fitting and proper*
  - Paragraph 3 — *consecrate, living, unfinished work, great task, devotion, and birth of freedom*
  - *Now, retell the paragraph without looking at the speech! You can use your own words, the key words and phrases, or some mix of the two.*
3. Reflect on the following questions. We'll be asking for volunteers to share their answers by raising their hand and sharing in the chat box.
  - *What benefits do you see in asking ELs to answer a series of text-specific questions about the Gettysburg Address?*
  - *Why ask ELs to read and retell portions of the Gettysburg Address?*

## INSTRUCTIONAL ACTIVITY 8 A, B & C: EXPLORING LANGUAGE USE THROUGH THREE LITERARY DEVICE ACTIVITIES

**A. LITERARY DEVICE ACTIVITY FOCUSED ON REPETITION (TEAM TIME: 20 MINUTES)**

**B. "DEDICATE" MATRIX ACTIVITY (TEAM TIME: 20 MINUTES)**

**C. WORD CLOUD PART TWO (TEAM TIME: 10 MINUTES)**

### A. DIRECTIONS FOR LITERARY DEVICE ACTIVITY FOCUSED ON REPETITION

1. Take a couple of minutes to find examples of "repetition" in the *Gettysburg Address*. (Often, but not always, repetitions are in groups of three.)
2. Fill in the chart below. One example has been done for you.
3. Then, we'll share as a team.

Literary Device Activity		
Example: We are engaged	We are met	We have come

(Adapted from The Gettysburg Address Teacher Resource Guide, Abraham Lincoln Presidential Library and Museum)

**B. DIRECTIONS FOR "DEDICATE" MATRIX ACTIVITY (SEE *GETTYSBURG ADDRESS*)**

1. Read the speech again (on page 21), highlighting *dedicate*, or any form of the verb. Take 5 minutes to work independently and fill in the Matrix below.
2. We'll work together using the Matrix. Fill in the meaning or definition of *dedicate* each time it is used.

**Worksheet: "Dedicate" Matrix**

<p><i>How many times does Lincoln use the word dedicate or a word derived from dedicate?</i></p>	
<p>The first two times Lincoln uses the word <i>dedicate</i>, it is linked to the idea "to believe in something very important."</p> <p><i>How is Lincoln using the word dedicate in these two instances? What are we to believe is important?</i></p>	
<p>The next two times Lincoln uses the word <i>dedicate</i>, he relates it to the idea to "set apart for a special purpose."</p> <p><i>How is Lincoln using the word dedicate in these two instances? What does he want to "set apart" and why does he want to do this?</i></p>	
<p>The last two times Lincoln uses the word <i>dedicate</i>, it means "to commit to a goal."</p> <p><i>What goals does Lincoln want us to be dedicated to?</i></p>	



5. In the first Word Cloud activity, you predicted what the *Gettysburg Address* would be about. Let's read over some of those predictions and see if we were correct. Why or why not?

6. For the three activities (8 A, B & C) we have just completed as a team, who will volunteer to share our answers to the following reflection questions? You will share our answers—if called upon—when we reconvene as a whole group. The questions will be posed one at a time by the facilitator.

- *How do ELs benefit when they are asked to look for repetition in the speech and different forms of the same word?*
- *Why ask ELs to visit the Word Cloud for a second time?*

Notes:

## Part 3: Extending the Understanding Activities 9–10

### INSTRUCTIONAL ACTIVITY 9: SECURING VOCABULARY ACTIVITY

TEAM TIME: 25 MINUTES

#### DIRECTIONS:

1. Choose someone to call out a vocabulary number below and then read out all four clues for the word.
2. Write the clues down, and once all clues have been read, guess the word.
3. Do a few more rounds. Choose someone else to call out a vocabulary number below and read out all four clues.
4. Who will volunteer to share our answer(s) to the following reflection question? You will share our answer(s)—if called upon—when we reconvene as a whole group.
  - *In addition to reviewing vocabulary, what other skills will students practice or learn?*

Notes:

<b>Vocabulary Word</b>	<b>Clue A</b>	<b>Clue B</b>	<b>Clue C</b>	<b>Clue D</b>
Vocabulary Word 1	1. The word starts with the letter D.	1. This word has THREE syllables.	1. The last letter in this word is N.	1. It means "the act of dedicating oneself to something."
Vocabulary Word 2	2. The word starts with the letter S.	2. This word has THREE syllables.	2. The last letter in this word is D.	2. It means "the act of withdrawing from or breaking away from."
Vocabulary Word 3	3. The word starts with the letter G.	3. This word has THREE syllables.	3. The last letter in this word is G.	3. It is "the location of a famous battle in the Civil War."
Vocabulary Word 4	4. This phrase has two words: first word starts with the letter F; the second with the letter S.	4. Both words have ONE syllable.	4. The last letter in this phrase is E.	4. It means "four times twenty; 80."
Vocabulary Word 5	5. The word starts with the letter L.	5. This word has THREE syllables.	5. The last letter in this word is Y.	5. It is means "the quality or state of being free."
Vocabulary Word 6	6. The word starts with the letter C.	6. This word has THREE syllables.	6. The last letter in this word is E.	6. It means "to bless or make sacred."
Vocabulary Word 7	7. The word starts with the letter C.	7. This word has TWO syllables.	7. The last letter in this word is D.	7. It means "to have formed an idea; to think or believe."
Vocabulary Word 8	8. The word starts with the letter E.	8. This word has TWO syllables.	8. The last letter in this word is E.	8. It means "to tolerate or to suffer patiently."
Vocabulary Word 9	9. The word starts with the letter H.	9. This word has TWO syllables.	9. The last letter in this word is W.	9. It means "to make holy."
Vocabulary Word 10	10. The word starts with the letter E.	10. This word has TWO syllables.	10. The last letter in this word L.	10. It means "a person considered to be the same as another in status or quality."

## **INSTRUCTIONAL ACTIVITY 10: WRITING ABOUT READING: "IN YOUR OWN WORDS" ACTIVITY**

**TEAM TIME: 20 MINUTES**

### **DIRECTIONS**

1. Using your sentence assignments, work with your team to rewrite your sentence(s) into everyday English. (You may look up unknown words or ask each other for help.)
2. Here are the sentence assignments:
  - 1—"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."
  - 2—"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war."
  - 3—"We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this."
  - 4—"But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground."
  - 5—"The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract."
  - 6—"The world will little note, nor long remember, what we say here, but it can never forget what they did here."
  - 7—"It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced."
  - 8—"It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from the earth."

### DIRECTIONS (CONT.)

3. Post your translated sentence(s).
4. We'll review the posted sentences together as a whole group.
5. Who will volunteer to share our team answer(s) to the following reflection question? You'll share our answer(s)—if called upon—when we reconvene as a whole group.
  - *How do ELs benefit when they are asked to rewrite the Gettysburg Address in their own words?*

Notes: